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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the fourth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to provide users with the tools necessary to assess the current status of their career guidance programs through an examination of current human, technical, and financial program resources. The format of the module consists of an introductory overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's role and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 4

ASSESSING CURRENT STATUS

Phyllis DuBois

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OUTCOMES

Module Goal

To provide you with the tools to assess the current status of your career guidance program.

*Module Outcomes**

When you have successfully completed this module, you will be able to

1. Define "current status assessment", state its emphasis, and explain how it fits into the needs assessment process.
2. State the human, financial, and technical resources of a guidance program.
3. Adapt and/or use an instrument for determining how resources are being used currently.
4. State what techniques are available for assessing current status.
5. Review and evaluate items from instruments for assessing the current status of students according to appropriate criteria.
6. Produce a plan for assessing the current status of *your* program.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 4.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
30 minutes	Introduction Optional group activity based on goals and outcomes. The Coordinator will explain the structure and purposes of the module. Questions and discussion included.	1
3 hours	Text Presentation of the important information related to assessing the current status of a program. Discussion sessions and practice activities interspersed.	1-5
30 minutes	Postassessment Assessment of your acquired knowledge and skills.	1-5
1 hour	Application Planning for the use of these abilities in your own setting.	6

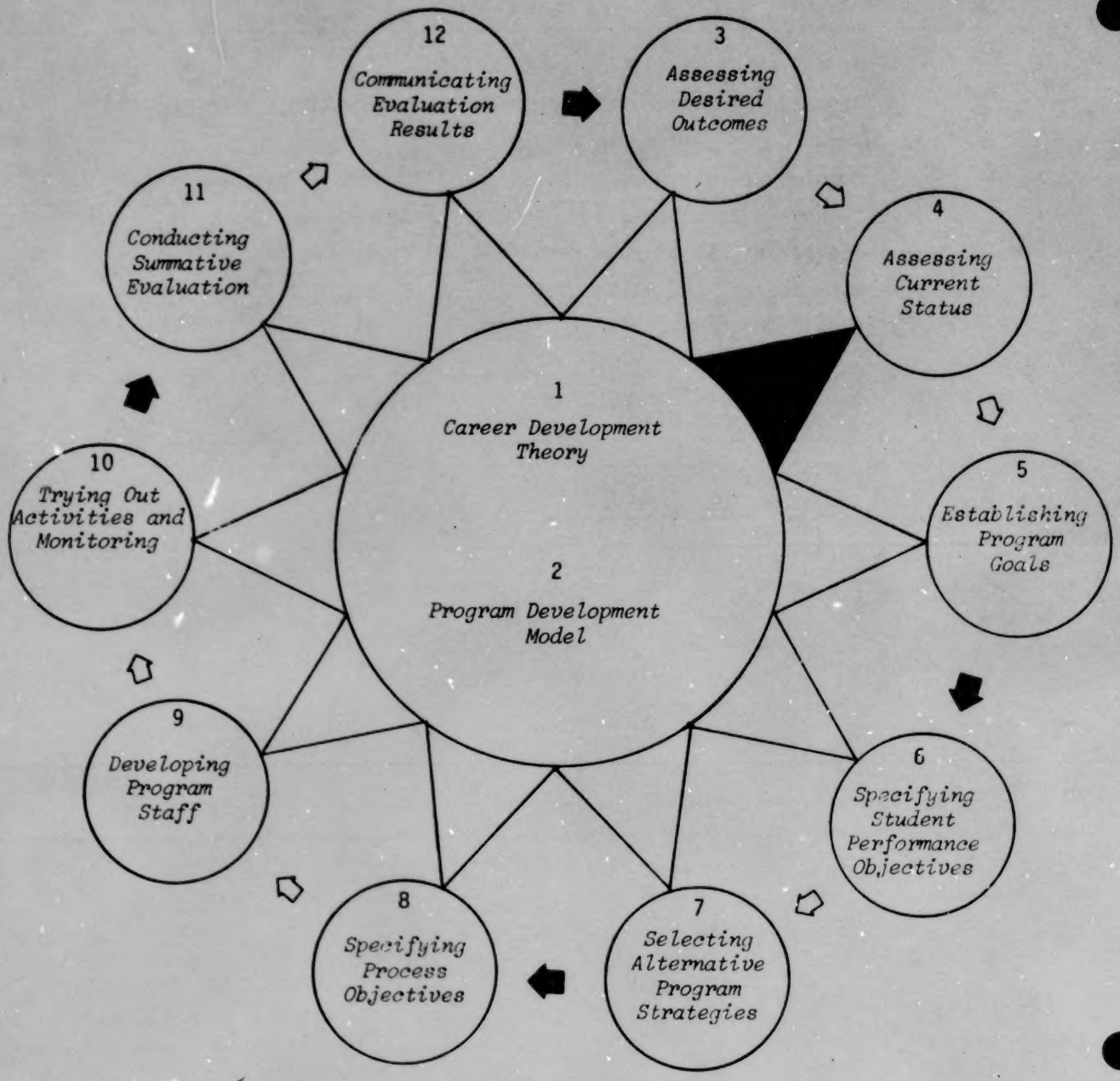
MODEL AND MODULE 4

The model on the next page shows the relationship among modules. *Assessing Current Status* is Module 4.

Module 3 involved defining an ideal program -- the one you would like to have. In this module, you must face reality. You will take an inventory of all of your resources and then investigate ways to determine how you are using them. You will not be concerned about what should be changed, merely finding out what *is*.

A Model for Developing

Comprehensive Career Guidance Programs



GLOSSARY

An attempt has been made to avoid technical jargon in this module, and where such terms have been used they have usually been defined. The following are presented to make sure you understand them in the same sense we do, and to further try to reduce confusion and misunderstanding.

Assessment - The collection of *empirical* data that estimate the true value of a state or condition. In this module, this term is applied to the collection of data on the current status and desired outcomes of a guidance, counseling, placement or follow-through program

Criterion-referenced test - A test which indicates the attainment of a particular level of skill or competence.

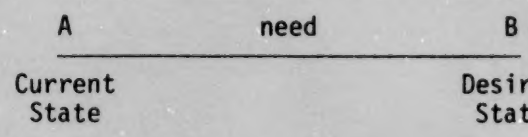
Current Status - The objectives, activities, resources, and outcomes of a program as it now exists. Answers the question: Where are we, (or the people in our program) now? Also, what are the program's resources, and how are they presently being used?

Desired Outcomes - The products and goals of a theoretically perfect program which completely satisfies all client needs and wants. Answers the question: Where do we (providers and clients) want to be?

Goal - A general program purpose. As opposed to an objective, which is specifically stated. It usually takes several objectives to fully define a goal. Example goal: To help students learn how to relate effectively to others.

Guidance - A generic term which usually includes counseling, placement, and follow-through and refers to the total program.

Need - This term usually applies to individuals, but programs may be considered to have needs also. In either case, a need is the gap between the current state and the ideal state. The concept may be represented graphically. If point A is where someone is, and point B is where he would like to be, the gap between these two points is the need.



In terms of career guidance, counseling, placement, and follow-through programs, "A" represents the program's current status and "B" its desired outcomes. Again, the "need" is the difference between A and B.

Norm-referenced test - A test which compares a student's achievement with a population of similar students.

Outcome - The terminal behavior sought in a performance objective. Differentiated from the other three parts of an objective (audience, conditions, and degree). This will be discussed at length in Module 6.

Population - The total group which is of interest or concern - also referred to as the universe, parent population, or aggregate.

Process Objective - An activity which contributes to reaching a product objective. (Example: "To hold at least one 20-minute conference per semester with every high school student to discuss his academic progress.")

Random Sampling - A procedure for sampling which provides every unit of the population an equal and independent chance of being chosen.

Sample - A subset of a population, chosen to be representative of the population.

Strategies - Approaches/interventions employed by guidance personnel to help students attain their objectives. Examples: group instruction, individual counseling, field trips, parent conferences.

Stratified Random Sampling - A sampling procedure in which the population is divided into subpopulations, or strata, and a random sample selected from each stratum.

Student Performance (or Product) Objective - A specific, behaviorally stated and measurable or observable outcome for students. It should include the target population, the observable or measurable outcome, the conditions under which it will be measured, and criteria that will be accepted to indicate that the objective has been achieved. (Example: "Given a small group discussion situation, by the end of the year each eighth grade student will have made an effort deemed satisfactory by his teacher, according to defined criteria, to encourage participation from another group member at least twice during a half-hour period.")

ASSESSING CURRENT STATUS

A.	*Definition and Clarification*
B.	*Rationale*
C.	*Using Available Information*

What Is It?

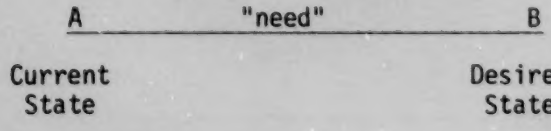
Before we begin to deal with specifics, let us try to clarify just what a current status assessment is.

In the assessment of current status, our efforts are directed toward

- Summarizing existing resources
- Determining how existing resources are being used
- Assessing the current status of students in relation to outcomes

We want to answer questions about what is happening and where. Our aim is to get an accurate description of the guidance program *as it exists now.*

We are not trying to determine if a particular activity is good or bad but to find out what is happening. We are not trying to measure needs either. In other modules, we have defined *need* as the *difference* between where you are now (your current state) and where you'd like to be (desired state).



Before you can determine what the needs of a program are and what must be done to meet those needs, you must be able to describe what the program has and is now. Thus current status assessment is essential to the subsequent determination of needs.

Throughout this module we will be asking what the program *is at this time.* We want an accurate and detailed photograph of it, so to speak--a true picture of what it is. Our focus is on reality.

Objective Information

Current status assessment is not evaluative in the sense of making a judgment about the success or failure of the program. The emphasis is on *objective* information. To illustrate this point, let us look at some items from Wysong's *Evaluation Criteria for a Secondary School Guidance Program.*[1]

KEY FOR RESPONSES

1. The provision is being met exceptionally well.
2. The provision is being met adequately.
3. The provision is not being met adequately and improvement is needed.

N The provision is not desirable or is not appropriate to the objectives of this school.

? Not enough information is known to make a judgment.

DIRECTIONS: Circle the response which best describes the guidance program in your school.

3. Staff Assistance

(31) 1 2 3 N ? a. Approximately 20 percent of the assigned guidance time is utilized in assisting or preparing to assist school staff members.

(32) 1 2 3 N ? b. Each counselor provides to teachers early in the school year appropriate information about their students.

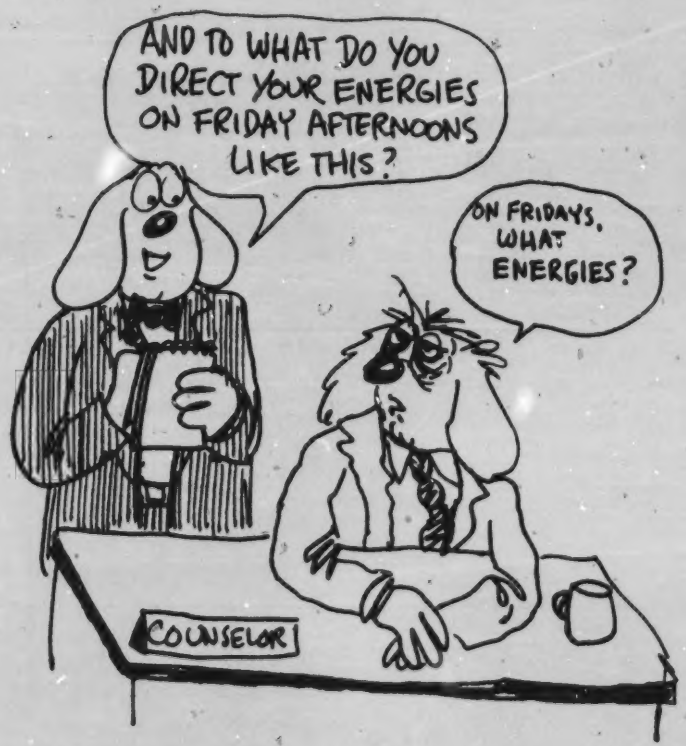
(33) 1 2 3 N ? c. Each counselor reports back to every teacher who makes a student referral.

[1] H. Eugene Wysong. *Evaluative Criteria for a Secondary School Guidance Program.* Columbus, Ohio: State of Ohio Department of Education, 1969, p. 4.

Notice that the responses require a judgment--a grade as to how well the item is being carried out or a judgment that it is desirable or inappropriate. While the individual who uses this instrument may agree with the positions taken in the items, s/he should be aware of the judgments and assumptions implicit in them. An instrument like the Wysong *Criteria* may be appropriate for another purpose, but not for current status assessment.

Current Status Questions

If current status assessment had been the objective of the three above items, how might they have been worded? The first item, regarding the amount of time counselors devote to assisting staff members, could be covered by these simple questions: How do counselors spend their time? Toward what outcomes are their energies directed? The item would not suggest how counselors should spend their time or what changes need to be made; it would ask only how they are spending their time *at present.*



Similarly, the second and third items, dealing with providing information and referral reports to teachers about their students, could be determined by these questions: What kinds of student information do counselors report to teachers? How is it reported? When?

Oriented Toward Outcomes

Another question that will be asked repeatedly is this: To what *outcome* is this activity or resource related? Tabulating the number and types of materials and resources is a meaningless exercise unless this information is gathered on the basis of outcomes. The recurring question should be "What are we trying to achieve?" Then the effect or contribution of a particular resource or activity can be measured as it now exists.

As important as the process involved in reaching the objectives might be, the real significance of a guidance program is measured by the *outcomes* themselves, particularly those of students. Let us assume that one of the desired student outcomes in your program is "By the end of May, 75% of all the eleventh grade students will be able to state their tentative educational and career plans." Assessing how well eleventh grade students do this at present is a current status assessment task. However, an objective such as "Each counselor will know and use a minimum of twenty community resource people to help in guidance and counseling programs," is focusing on the process rather than student outcomes and its assessment would not be part of the current status assessment task.

I have made a tentative decision about a college based on information my counselor gave me. NOT: My counselor has given me information on colleges.

I can name three career possibilities that relate to my aptitudes. NOT: I have taken three aptitude tests.

Rationale

Reality Check

Why should you make a current status assessment? There are several good reasons. One is that the assessment provides a reality check. It is important to "think big," to dream of ideal programs, but a current status assessment can tell you if the dream is an impossible or impractical one. The assessment will show you if the needed resources are available or if they can be obtained.

Indicator of Success

In addition, your assessment provides the information that reveals what your program is accomplishing in its present state. These findings will be especially important in relationship to Module 5, which deals with establishing needs-based goals. After the goals for your program are established, data from your current status assessment will help indicate areas of success, where few changes are needed, and reveal areas of weakness, where revisions are necessary or new programs need to be introduced.

Change Schedules, Activities

Your assessment will also provide information about how you and other guidance personnel spend your time--the tasks, time spent, the outcomes. With this you can suggest or actually make changes in your schedule to conform with desired outcomes. You can establish priorities and plan your activities in accordance with them. For example, the assessment may indicate that your schedule is dominated by student conferences but that your

work actually affects only a small percentage of the students. You may decide that you need to change your approach, to do more work with groups, or to devote more time to teachers or parents. Your decision would be influenced by outcomes.

Define, Explain, Justify

A final reason for conducting a current status assessment is that it can offer a definition and description of your present program. It should provide answers for interested persons and/or critics who ask, "What is the guidance program accomplishing?" "What are guidance personnel doing?"

Parents may wonder what the guidance program is doing for their children, and community members may ask what their tax money is financing. Teachers may suggest that the money used for the guidance program should be used to hire more teachers and reduce class sizes. Administrators who are faced with severely strained budgets may think that financial cuts can be made in the guidance program. To provide a detailed and factual response to these persons, you can undertake a current status assessment and use the results to explain, and, if necessary, justify your program. While the assessment can be used to justify the status quo, it is even more valuable as a guide in planning needed changes.

Summary

In summary, the current status assessment should provide objective, outcome-oriented data to help guidance personnel define their program. The results of the assessment can be useful in planning program changes and in educating others about the nature of the guidance program.

DISCUSSION

What is the purpose of a current status assessment?

How does a current status assessment differ from a desired outcomes assessment?

How do both fit into the needs assessment process?

Using Available Information

Before beginning data collection for current status assessment, let's think of sources of information already available that might be helpful in determining the current status of a program. These will of course vary from one school to another, but the following are examples:

Objectives and Desired Outcomes

- Program objectives and desired outcomes for your program as it exists now. If these have been documented for the guidance program, they can serve as points of references. As discussed above, a current status assessment should be concerned with program outcomes and a determination of the various program resources and activities.

Follow-up Studies

- Follow-up studies. Have any studies of graduates and other former students been undertaken? If so, these could provide information as to the students' perceptions of the guidance program and how its activities have assisted or failed to help them.

Research Studies

- Research or evaluation studies of the school. If the school has recently undergone an accreditation evaluation or been the object

of research, the resulting data may provide information about the guidance program that could be used. Other possible sources of information are student polls and surveys of teacher opinion.

- Guidance department budget. This should provide all of the information you need to determine the allocation of your financial resources. *Budget*

- Community surveys. Studies may be available that show what occupations are most common in your area and what vocational and educational opportunities there are. Other studies may offer reports from local employment agencies regarding their perceptions of your students and their career preparation. *Community Surveys*

In making a current status assessment, you can gather information from a number of sources like those just described. Before you include the data, analyze it and be sure that it is appropriate and useful.

SUMMARIZING RESOURCES

A. *Three kinds of resources*
   1. *Human*
   2. *Financial*
   3. *Technical*

B. *Inventory form*

Three Kinds of Resources

Our first task is to determine what resources are available to a career guidance program. These include human, financial, and technical resources. Since the resources of guidance programs obviously vary from one school to another, examples of each type will be given, but not all-inclusive lists. An inventory form is provided so that you can assess the resources of your particular program, adapting it as necessary.

Guidance Personn

Human Resources. The most obvious human resource in a guidance program is the guidance personnel. In addition to recording the number of such persons, you could record the amount of time they devote to the program (full-time, part-time) and the number of students they are assigned, if this is appropriate.

Teachers

Teachers are also important resources of the guidance program. Almost every teacher counsels students in an informal way and thus makes valuable contributions to the school's guidance activities. This counseling is generally spontaneous -- unscheduled and unplanned. While its measurement may not be part of the main inventory, teachers may be asked to estimate the amount of their time spent in this way. What should be included in the inventory are the planned guidance activities that are a part of many teachers' instructional program. These may be classes that are devoted entirely to guidance, or activities or units based on careers and guidance-related subjects. For example, an elementary school teacher may conduct a three-week social studies unit on "People in Our Neighborhood"; a high school algebra teacher

may devote time to "Careers in Mathematics."

Students, Community Members

Students can act as program resources, working as aides in the counseling office preparing resource units, or making speeches about jobs they hold after school or during vacation. Community members may work as paid aides or serve as speakers for guidance classes or special events such as Career Days. They may assist with field trips as chaperones, act as host-guides at offices or factories, or serve as volunteers in various facets of the guidance program.

Other human resources for the guidance program include administrators and special personnel such as the school psychologist, psychometrist, nurse, and classified staff members.

Summary and Contribution

In considering the human resources in a program, remember that your aim is to provide an accurate summary of what resources are available and in what ways they contribute to the guidance program.

Financial Resources. How much money is allocated to the guidance program? How is it spent? In answering these questions you should determine the amount spent for each of the following: *salaries* for counselors, guidance class teachers, guidance secretaries and/or aides; *supplies* such as paper, pencils, record folders; *guidance material* such as books, filmstrips, films, records, pamphlets; *standardized tests;* and *services* like test scoring and research. All expenses for guidance activities in your school should be included.

Budget

Technical Resources. What *standardized tests* do you have? How many copies? What *questionnaires* and *interest inventories* do you have? What information is included in *student records* and how are these records maintained? What *guidance material* do you have; e.g., guidance references, books on careers and colleges, filmstrips, records, films, pamphlets?

Printed Matter

To summarize the human, financial, and technical resources in a career guidance program, the following inventory form could be used. A few sample entries have been included in the first section.

INVENTORY OF CURRENT RESOURCES IN CAREER GUIDANCE PROGRAM

Human Resources

Counselors	(Check one) Part-time	Full-time	Number of Students Assigned
Sam Davis	___	✓	450
Jean Andersen	___	✓	450
	___	___	___
	___	___	___

Teachers	Grade/Class Taught	(Check one) Class	Unit	Guidance Activity	Length of Time of Guidance Function	Number of Students Included
John Taylor	___	___	✓	Careers in Science	4 weeks	120
	___	___	___	___	___	___
	___	___	___	___	___	___
	___	___	___	___	___	___
	___	___	___	___	___	___

Students	Guidance Function	Hrs./Day/Week	Supervisor
Heather Wilson	Aide - guidance office	3/wk.	J. Anderson

Community Members	Guidance Function	Approximate Amount of Time Contributed
Albert Smith	Lawyer-Speaker-special events	5 hr./yr.
Sarah Jones, M.D.	Doctor - " "	10 hr./yr.
Mark Hyatt	Plumber - " "	2 hr./yr.
Mary Mitchell	Aide - Volunteer clerk - guidance office	2 hr./wk.

Financial Resources

Expenditures for period ____19__ to ____19__

ITEM	AMOUNT
Salaries	
Counselors Guidance class teachers Aides	$
Supplies (specify)	
Materials (specify)	
Tests (specify)	
Special events (specify)	
Mailing	
Miscellaneous	
	TOTAL $

Technical Resources

Item Tests	Name	No. of copies	Place kept

(etc., add lines as needed)

Questionnaires, interest inventories

(etc.)

Occupational files/materials

(etc.)

Guidance information included

_____

_____

_____

(etc.)

Student Records

Available for _____ (number) students

*ACTIVITY 1 - SUMMARIZING RESOURCES**

To practice summarizing your program resources, meet with other participants from your school. (If you are the only representative of your school, work alone.) Use the following inventory form and fill in each section. This form can and should be altered to suit your purposes. You probably know much of the needed information already, and you can enter it immediately. For other items, e.g., the contributions of teachers, you may have to use a questionnaire or other data collection instrument. If there are items that you cannot complete (for example, if you do not know or have access to budget figures), either make an estimate or write a brief plan for obtaining the information.

When you have completed this exercise, show it to the Coordinator so that she/he can make an informal evaluation of your inventory and offer suggestions or assistance. The completed inventory should provide you with information as to what resources are currently available to your program. Determining how these resources are being used is a further step.

*If you are not working in a particular setting and would like a hypothetical setting with which to think through this activity, turn to the "Optional Group Simulation Description" located in the Appendix.

INVENTORY OF CURRENT RESOURCES IN CAREER GUIDANCE PROGRAM

Human Resources

Counselors	(Check one) Part-time	Full-time	Number of Students Assigned

Teachers	Grade/Class Taught	(Check one) Class	Unit	Guidance Activity	Length of Time of Guidance Function	Number of Students Included

Students	Guidance Function	Hrs./Day/Week	Supervisor

Community Members	Guidance Function	Approximate Amount of Time Contributed

Financial Resources

Expenditures for period _____19___ to_____19___

ITEM	AMOUNT
Salaries	
Counselors	$
Guidance class teachers	
Aides	
_____	
_____	
Supplies (specify)	
_____	
_____	
_____	
Materials (specify)	
_____	
_____	
_____	
_____	
_____	
Tests (specify)	
_____	
_____	
_____	
_____	
_____	
Special events (specify)	
_____	
_____	
_____	
Mailing	
_____	
Miscellaneous	
_____	
TOTAL	$ _____

Technical Resources

Tests	Item Name	No. of copies	Place kept

(etc., add lines as needed)

Questionnaires, interest inventories

(etc.)

Occupational files/materials

(etc.)

Guidance information included

_____

_____

_____

(etc.)

Student Records

Available for _____ students
(number)

DETERMINING HOW EXISTING RESOURCES ARE BEING USED

A. *Logs*
   1. *Sampling strategy*
   2. *Format*
B. *Time/task/cost analysis*

Next we will focus on the determination of the ways that resources are currently being used. We will consider several ways to analyze data related to the allocation of guidance personnel time.

A daily log is a good way to keep track of the guidance personnel's activities. Maintained either by the guidance person her/himself or a trained observer, the log should cover a substantial period of time so that such things as registration, schedule changes, Career Day, testing, field trips, and graduation will be included. If you use too short a period of time, such activities that happen to occur during the recording period may gain an unwarranted importance. Because time and energy constraints usually work against daily use of a log over a long period of time, you should set up a careful random sampling procedure to minimize distortion.

Sampling Strategy

To illustrate: you can divide the school year into quarters, number all school days within each quarter, and, using a random numbers table*, choose nine days within each quarter (this would be a 20% sample). The guidance

*Recall the steps for use of the random number table: 1. Assign each unit of the population a number. 2. Select random digits from a table of random numbers beginning from a place on the table selected by blindly placing the point of a pencil somewhere on the page and taking numbers in some predetermined direction. 3. Select for the sample the unit of the population having that number. If the number appears a second time, select another number from the random table.

staff could all be assigned to keep a log on these days or each one randomly assigned to a subset of the days.

	QUARTERS			
	1st	2nd	3rd	4th
1	1 2 3 4 5			
2	6 7 8 . .			
3				
4				
5	DAYS	DAYS	DAYS	DAYS
6				
7				
8				
9	41 42 43 44 45			

DAYS

1	2	3	4	5
6	7	8	~~9~~	10
11	12	13	~~14~~	15
~~16~~	17	18	19	~~20~~
~~21~~	22	23	~~24~~	25
26	27	~~28~~	29	30
31	32	33	34	35
36	~~37~~	38	39	40
41	42	43	44	~~45~~

Alternatively, you can sample days within months, or weeks within quarters. Just be sure to follow the criteria for random sampling established in Module 3.

Current status assessment is part of a needs assessment process leading to change. You may need information very quickly. In this situation, days of the current

month could be fairly heavily sampled--or even every day assessed--and the longer sampling process described above used for monitoring as your new program is implemented.

The format of the log should not be so complicated that it is a burden to use. However, the form should include this information:

- What happened?
- Who was involved?
- How long it took.
- Why it was done.

"THE COLDGREY DAWN GREETED THE HUDDLED MASSES OF WASHINGTON JR. HIGH. THESE ARE THE CHILDREN OF DESPAIR..."
WALTERS, CAN YOU TRY FOR A SIMPLER STYLE IN YOUR LOG?

The answers to these questions can be brief, but each item is important. The first three are obvious parts of a log, but the fourth item--the purpose, or why it was done--may not be. The question ties the guidance personnel's activities to *outcomes*, the objectives toward which the activity is directed, and is an essential part of the current status assessment.

Note this item from a counselor log:

> Tuesday, March 14
> 10:15-10:45--Visit by new student

This entry answers the question "Who was involved?" and "How long did it take?" and gives a partial answer to the question "What happened?" It does not show, however, whether the student came in for assistance in enrolling, for information about the school, for aid in finding a part-time job, for personal help in coping with a new situation, for a get-acquainted chat, or some other reason. It is important for the counselor to note the purpose of his actions and key them to outcomes.

ACTIVITY 2 - USING AND ANALYZING COUNSELOR LOGS

On the following pages are two sample logs. Although they are designed for counselors, they could also be used by other guidance personnel. The logs are offered only as examples and would need to be modified for use in a local program. For example, if outcome categories have been determined for your current program, use them. Alternatively, if desired outcomes categories are known, you can use these outcomes in the logs. Either way, try to structure the log so that a comparison of current and desired outcomes is possible and easy.

Part A

In order to have you look at each sample form critically, consider the following questions. Suppose that

1. the counselor spent 15 minutes with a student. The student wanted to know more about careers in computer science: the education/training necessary and the opportunities at present. Where would you record this on Log #1? Log #2?
2. the counselor spent 10 minutes with a student in order to make a schedule change. Where would you record this on Log #1? Log #2?
3. the counselor met for 30 minutes with a student and his parents. They are having difficulty communicating with one another. The student thinks that the parents are pushing him too hard to achieve; the parents think that the student is not trying. Where would you record this on Log #1? Log #2?

Jot down your answers. Check with the Coordinator or another participant to see if they agree with you. Discuss any discrepancies or problems that crop up in doing this.

DAILY COUNSELING LOG

COUNSELOR: _____

DATE: _____

A. STUDENT OUTCOMES ON WHICH YOU WORKED (DIRECTLY OR INDIRECTLY)	NUMBER AND TYPE OF CONTACT

1. Orientation Outcomes:
   Increasing Knowledge of School Resources.
   Increasing Knowledge of Pupil Services Related Information.
   Increasing Ability to Cope with the School System.

2. Pre-Graduation Planning Outcomes:
   Increasing Self-Awareness as Related to Careers.
   Gaining Job-Related High School Experience and Information.
   Increasing Positive Attitudes and Successful Work

3. Intra-Personal Counseling Outcomes:
   Handling Drug Problems.
   Value Identification.
   Increasing Self-Actualization
   Increasing Self-Awareness and Emotional Expression.
   Developing Self-Confidence and Self-Love.

4. Inter-Personal Counseling Outcomes:
   Developing Social Confidence.
   Building Mutually Satisfying Friendships.
   Increasing Social Awareness and Acceptance.
   Eliminating Inhibiting Characteristics.
   Performing Various Social Roles More Effectively.
   Acquiring More Openness, Sensitivity and Sharing.

5. Decision Class Outcomes:
   Value Clarification.
   Learning the Decision Making Process.
   Developing Strategy and Risk Taking Techniques.
   Developing a Relationship Between Roles and Life Styles.

6. Post-Graduation Planning Outcomes:
   Improving Career Knowledge.
   Gaining Job-Related Experience and Knowledge.
   Gaining Post-High School, Pre-Job Knowledge and Experience.
   Increasing Self-Knowledge Related to Careers.

7. Extra Programs Outcomes:
   Gaining Experience in Using Social Skills.
   Developing Interpersonal Relationships.

B. OTHER OUTCOMES AND ACTIVITIES (NO SPECIFIC STUDENT OUTCOMES FOR THESE.)

8. Clerical-Administrative Tasks:
   Communications Regarding Students.
   Preparations for Instruction and Presentation.
   Public Relations and Information Giving.
   Office and Department Administration.
   Testing and Evaluating.

9. Meetings:
   Administration of Counseling Department Activities.
   Communication with Other Groups.

10. Professional Growth:
    In-Service Education and Training.
    Establishing Lines for Professional Communication.

11. Other:
    Seek and Search

_____

_____

INSTRUCTIONS: Please list the number and type of contacts in the top slot for each activity (see legend below.) Then record the amount of time (minutes) spent on each outcome category.

S = Conferring with a Student
P = Conferring with Parents
T = Conferring with Teachers
O = Conferring with Pupil Services Staff
C = Conferring with a Combination of above
G = Conferring with a Group of Students
D = Conferring with a Class
B = Conferring with Business Community Representatives
A = Working Alone

CHERRY CREEK HIGH SCHOOL COUNSELOR DAILY LOG

INSTRUCTIONS TO COUNSELOR

WHAT HAPPENED? In the space below write down what ever information you need to jot down at the time to remind you of the other people involved and the purpose of each event that you participated in during the school day as a professional counselor.

NAME _____

DATE _____

WHO WAS INVOLVED? Record the number of each type of people who were directly involved in each interaction in the appropriate column below.

HOW LONG DID IT TAKE? Record how much of your time (in minutes) was consumed by each interaction in the column below that most nearly describes the type of activity involved in that interaction.

WHY DID YOU DO IT? Select the three most important purposes for each interaction and place a "1" under the most important purporse, a "2" under the second most important and a "3" under the third most important purpose in the appropriate columns below.

CLOCK TIME (OPTIONAL)	STUDENTS	PARENTS	TEACHERS	COUNSELORS	OTHER STAFF	COMMUNITY	CONFERENCE	PHONE CALL	DECISIONS CLASS GROUP GUIDANCE STAFF MEETING	DESK WORK	SEEK & SEARCH	OTHER TYPE ACTIVITY	ORIENTATION & ENROLLMENT	PRE-GRADUATION PLANNING	POST-GRADUATION PLANNING	INTER-PERSONAL COUNSELING	INTRA-PERSONAL COUNSELING	DECISION TAKING SKILL BUILDING	COMMUNICATION & COORDINATION	PROGRAM PLANNING & EVALUATION	STAFF DEVELOPMENT & PROFESSIONAL GROWTH	OTHER PURPOSE

Part B

Now you are to look over examples of the two logs that have been filled in with hypothetical entries. See what observations you can make about each. Then meet with three or four other people, if they are available, or jot down some notes you can share with the Coordinator about these questions:

4. On what does each counselor spend the greatest share of her/his time?
5. Using this admittedly scant bit of information, what kind of counselor does each seem to be? That is, how would you describe her/him in terms of the activities s/he seems to concentrate on?
6. Which of the two forms seems easier to use and analyze? Why?
7. What value could keeping a log like one of these have?

Then fill out one of the example logs from Part A, using your best recollection of a day you've had within the last week.

LOG #1

CHERRY CREEK HIGH SCHOOL COUNSELOR DAILY LOG

INSTRUCTIONS TO COUNSELOR

WHAT HAPPENED? In the space below write down what ever information you need to jot down at the time to remind you of the other people involved and the purpose of each event that you participated in during the school day as a professional counselor.

NAME Ben Hartman

DATE 12/3/75

WHO WAS INVOLVED? Record the number of each type of people who were directly involved in each interaction in the appropriate column below.

HOW LONG DID IT TAKE? Record how much of your time (in minutes) was consumed by each interaction in the column below that most nearly describes the type of activity involved in that interaction.

WHY DID YOU DO IT? Select the three most important purposes for each interaction and place a "1" under the most important purpose, a "2" under the second most important and a "3" under the third most important purpose in the appropriate columns below.

CLOCK TIME (OPTIONAL)		STUDENTS	PARENTS	TEACHERS	COUNSELORS	OTHER STAFF	COMMUNITY	CONFERENCE	PHONE CALL	DECISIONS CLASS GROUP GUIDANCE	STAFF MEETING	DESK WORK	SEEK & SEARCH	OTHER TYPE ACTIVITY	ORIENTATION & ENROLLMENT	PRE-GRADUATION PLANNING	POST-GRADUATION PLANNING	INTER-PERSONAL COUNSELING	INTRA-PERSONAL COUNSELING	DECISION TAKING SKILL BUILDING	COORDINATION & COORDINATION	PROGRAM PLANNING & EVALUATION	STAFF DEVELOPMENT & PROFESSIONAL GROWTH	OTHER PURPOSE
8:30	John Gray re. prob w/English teacher	1			1			15										1	2	3				
8:45	Michelle Allen re. problem at home	1						30										2	1	3				
9:15	Guidance Dep't. meeting				4	1					60										3	1	2	
10:15	Coffee break													15										
10:30	Sarah Jones re. boyfriend prob.	1			1			30										1	2	3				
11:00	Enrollment plans - second semester				1							60			1						2	3		
12:00	Lunch													30										
12:30	Shane Wilsen re. frequent tardiness	1			1			15										1	3	2				
12:45	Eng. teacher re. John Gray			1				30											2		1			3
1:15	Enrollment plans				1							45			1						2	3		
2:00	Mrs. Allen re. Michelle		1						5									1	2	3				
2:05	Coffee break													15										
2:20	Career Day planning				2						90						1				3	2		
3:50	Go home																							

(Use back of this sheet to complete Today's log if you need more space.)

-33-

LOG #2

DAILY COUNSELING LOG

COUNSELOR: Kate Green

DATE: 4/17/76

A. STUDENT OUTCOMES ON WHICH YOU WORKED (DIRECTLY OR INDIRECTLY)	NUMBER AND TYPE OF CONTACT
1. Orientation Outcomes:	
Increasing Knowledge of School Resources.	
Increasing Knowledge of Pupil Services Related Information.	
Increasing Ability to Cope with the School System.	10
2. Pre-Graduation Planning Outcomes:	
Increasing Self-Awareness as Related to Careers.	
Gaining Job-Related High School Experience and Information.	
Increasing Positive Attitudes and Successful Work	
3. Intra-Personal Counseling Outcomes:	
Handling Drug Problems.	
Value Identification.	20
Increasing Self-Actualization	
Increasing Self-Awareness and Emotional Expression.	10
Developing Self-Confidence and Self-Love.	10
4. Inter-Personal Counseling Outcomes:	
Developing Social Confidence.	
Building Mutually Satisfying Friendships.	
Increasing Social Awareness and Acceptance.	
Eliminating Inhibiting Characteristics.	
Performing Various Social Roles More Effectively.	
Acquiring More Openness, Sensitivity and Sharing.	
5. Decision Class Outcomes:	
Value Clarification.	30
Learning the Decision Making Process.	20
Developing Strategy and Risk Taking Techniques.	
Developing a Relationship Between Roles and LIfe Styles.	
6. Post-Graduation Planning Outcomes:	
Improving Career Knowledge.	10 30
Gaining Job-Related Experience and Knowledge.	20
Gaining Post-High School, Pre-Job Knowledge and Experience.	10
Increasing Self-Knowledge Related to Careers.	20
7. Extra Programs Outcomes:	
Gaining Experience in Using Social Skills.	20
Developing Interpersonal Relationships.	
B. OTHER OUTCOMES AND ACTIVITIES (NO SPECIFIC STUDENT OUTCOMES FOR THESE.)	
8. Clerical-Administrative Tasks:	
Communications Regarding Students.	10 20
Preparations for Instruction and Presentation.	20
Public Relations and Information Giving.	30
Office and Department Administration.	
Testing and Evaluating.	
9. Meetings:	
Administration of Counseling Department Activities.	20
Communication with Other Groups.	
10. Professional Growth:	
In-Service Education and Training.	
Establishing Lines for Professional Communication.	
11. Other:	
Seek and Search	20
_____	
_____	

INSTRUCTIONS: Please list the number and type of contacts in the top slot for each activity (see legend below.) Then record the amount of time (minutes) spent on each outcome category.

S = Conferring with a Student
P = Conferring with Parents
T = Conferring with Teachers
O = Conferring with Pupil Services Staff
C = Conferring with a Combination of above
G = Conferring with a Group of Students
D = Conferring with a Class
B = Conferring with Business Community Representatives
A = Working Alone

Additional Formats

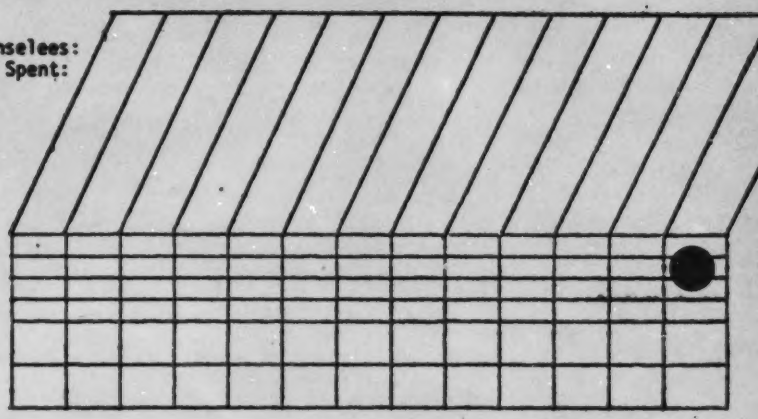
Following are two additional formats that might be used to assess the allocation of guidance personnel time. The first one differs from our second example, primarily in its focus on the counselor rather than on the type of contact. But outcomes are still the major concern. The second is more general, and its unique feature is the chance for guidance people to indicate their preferred ranking of activities as well as to give an estimate of the percentage of time they currently spend in each activity.

SCHOOL: _____

COUNSELOR: _____

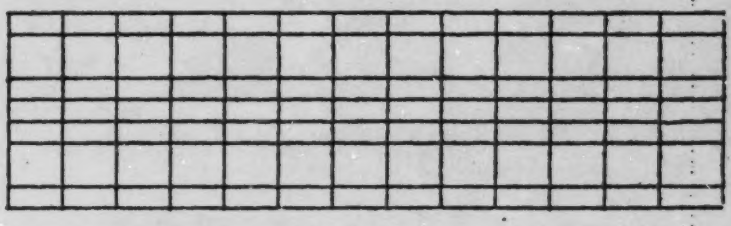
DATE: _____

Counselees:
Time Spent:

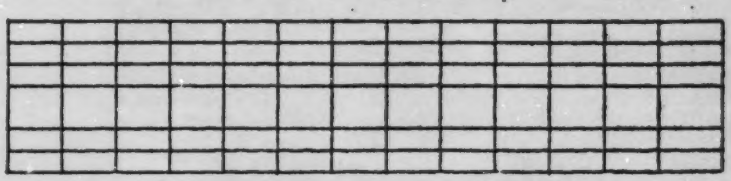


A. STUDENT OUTCOMES ON WHICH YOU WORKED (DIRECTLY OR INDIRECTLY)

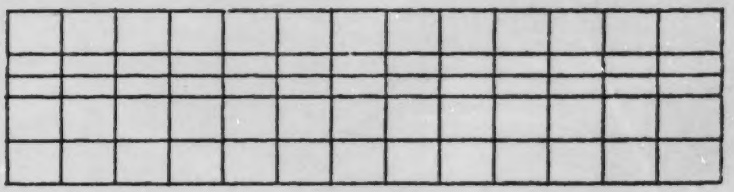
1. *Interpersonal Outcomes:*
   - Developing Social Confidence
   - Building Mutually Satisfying Friendships
   - Increasing Social Awareness
   - Eliminating Inhibiting Characteristics
   - Performing Various Social Roles More Effectively
   - Acquiring More Openness, Sensitivity, and Sharing



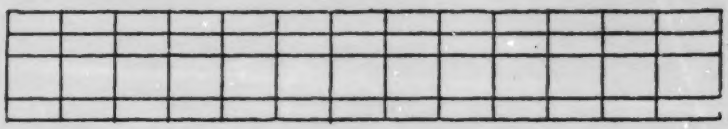
2. *Academic-Learning Outcomes:*
   - Improving Mental Skills
   - Acquiring Better Study and Classroom Skills
   - Completing Homework Better
   - Functioning Better in Discussions
   - Taking Tests Better and Improving Grades
   - Increasing Positive Attitudes and Successful Work
   - Improving Student-Teacher Contacts



3. *Intrapersonal Outcomes:*
   - Handling Food, Alcohol, and Drug Problems
   - Developing Religious and Moral Values
   - Being More Satisfied with Life
   - Increasing Self-Awareness and Emotional Expression
   - Dealing with Negative Feelings
   - Handling Money

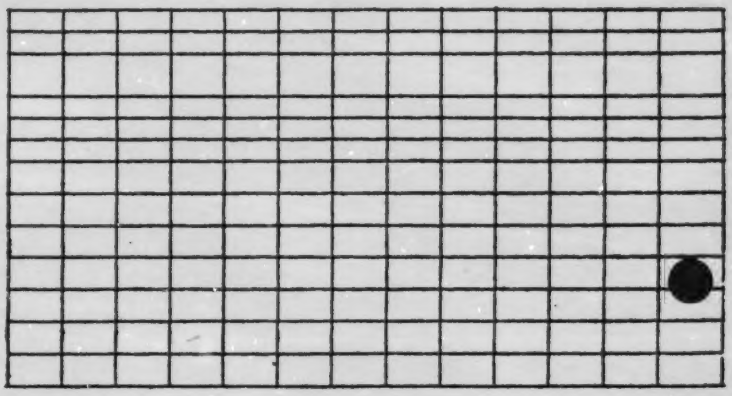


4. *Educational-Vocational Outcomes:*
   - Increasing Self-Awareness As Related to Jobs
   - Improving Job Knowledge
   - Setting Plans for the Future
   - Gaining Job-Related High School Experience and Information
   - Gaining Post-High School, Pre-Job Knowledge and Experience



5. *Career Education Outcomes:*
   - Planning for Jobs
   - Increasing Self-Knowledge Related to Jobs
   - Relating Personal Abilities and Values to Jobs
   - Exploring Different Job-Related Values

B. OTHER OUTCOMES AND ACTIVITIES (NO SPECIFIC STUDENT OUTCOMES FOR THESE)
   - Scheduling Classes and Class Changes
   - Filling Out Forms
   - Reading (Completed Forms, Relevant Scholarship, Mail, etc.)
   - Checking into Referral Agencies
   - Making Contacts with Business and Industry



_____
_____
_____
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_____
_____
_____
_____

BEAVERTON SCHOOLS, DISTRICT NO. 48, Beaverton, Oregon. These materials were developed in cooperation with the Youth Development Research Program of the American Institutes for Research, Palo Alto, California. November 1972.

Division of Guidance
Department of Public Instruction
Bismarck, ND 58501

Name_____

School_____

No.of students served_____

(___K-3) (___4-6) (___7-9) (___10-12)

____Full Time ____Half Time ____Part Time

COUNSELOR TIME ANALYSIS CHART (September through May)

Estimate the percent of time spent during the school year on each of the following activities

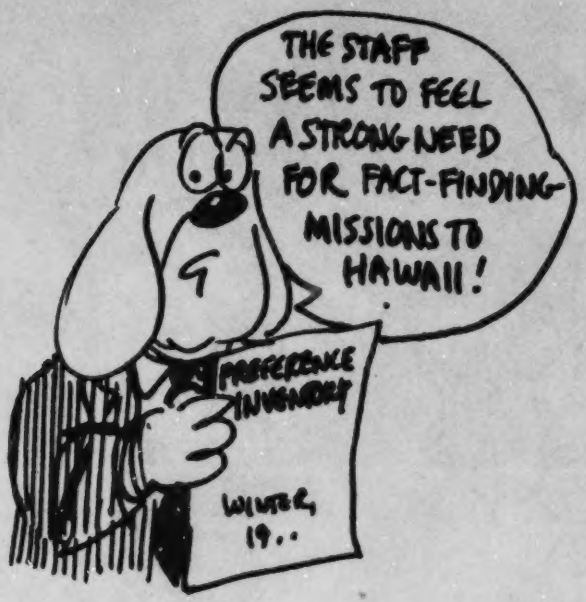
	Activity	Percent of time	(Your preference) Rank Order
1.	ORIENTATION	☐	_____
2.	TESTING INVOLVEMENT (Plan & administer)	☐	_____
	Statewide Testing program	_____	
	ACT, SAT	_____	
	GATB, ASVAB etc.	_____	
	Interest Testing	_____	
3.	INDIVIDUAL COUNSELING (Include test Interp)	☐	_____
	Educational	_____	
	Vocational	_____	
	Personal	_____	
	Social	_____	
4.	GROUP GUIDANCE	☐	_____
5.	OCCUPATIONAL-EDUCATIONAL INFORMATION	☐	_____
	College/Career Day Planning	_____	
	Obtaining Information	_____	
6.	ADMINISTRATIVE	☐	_____
	Scheduling	_____	
	Registering	_____	
	Scheduling Conflicts	_____	
7.	STAFF INSERVICE/CONSULTATION	☐	_____
8.	PARENT CONFERENCES	☐	_____
9.	REFERRAL COORDINATION	☐	_____
10.	PLACEMENT (Job)	☐	_____
11.	RECORD KEEPING	☐	_____
12.	RESEARCH	☐	_____
13.	OTHER DUTIES	☐	_____

When summarized, the information from counselor logs begins to take on meaning. The time analysis chart below comes from a study in North Dakota[2] and is based on the log on the previous page. Counselors were asked first to estimate what percent of their time they spend in each of the 13 activities (current status); then they were asked to rank the activities according to preference (desired program). A comparison between the two was made.

COUNSELOR TIME ANALYSIS CHART
STATISTICS (N=63)

Activity Area	Average Percent of Time Spent	Rank	Activity Preference Rank
Orientation	2.98	9	6
Testing Involvement	8.65	3	5
Individual Counseling	39.98	1	1
Group Guidance	5.28	5	2
Occupational Educational Information	6.57	4	4
Administrative	8.95	2	8
Staff Inservice/Consultation	4.71	6	7
Parent Conferences	4.68	7	3
Referral Coordination	2.67	10	9
Placement	2.25	12	10
Record Keeping	3.60	8	13
Research	2.01	13	11
Other Duties	2.37	11	12

[2] *Needs Assessment Model for Guidance in North Dakota*, Bismark, North Dakota: Department of Public Instruction, December, 1973.



Procedure

Time/Task/Cost Analysis

A time/task/cost analysis summarizes an individual's activities. It consists of noting the various tasks and activities performed by the individual, recording the amount of time spent on each one, and finally calculating the cost of each task on the basis of time spent. The record-keeping may be done by the person performing the tasks or by a trained observer. The results of the analysis indicate the tasks performed, the length of time they took, and the cost of each task.

Since in a current status assessment one of our concerns is the way resources are used, a time/task/cost analysis can be a useful follow-up instrument. The most obvious object of such a study is the guidance staff member. How does this human resource spend her/his time? What tasks does s/he do? What is the cost to the school for each?

Example

To determine the cost of an activity that required x hours of a guidance person's time, this formula can be used:

$$\text{Cost of person's time per hour} = \frac{\text{Weekly salary}}{\text{Hours worked per week}}$$

For example, Counselor Davis gets an annual salary of $12,000 and works 40 weeks per year. Each week he works from 8:00 A.M. - 4:00 P.M., less half an hour for lunch and two 15-minute coffee breaks. For each hour of his time, the school district pays

$$\text{Weekly salary} = \frac{\$12,000}{40} = \$300$$

$$\text{Hours work/week} = 35$$

$$\frac{\$300}{35} = \$8.57 \text{ salary per hour}$$

Thus, if Counselor Davis is spending an average of two hours per day on clerical tasks, the cost to the school each day is approximately $17.

ACTIVITY 3 - TIME/TASK/COST ANALYSIS

Figure your own hourly salary:

Weekly salary = $\frac{\text{Annual salary}}{\text{Weeks worked}}$	=	$_____
Hours work/week	=	_____
Hourly salary = $\frac{\text{Weekly salary}}{\text{Hours work/week}}$	=	$_____

Analyze your own time/task/cost:

Activity	Hours per day		Cost
1. _____	_____	=	$_____
2. _____	_____	=	$_____
3. _____	_____	=	$_____

Of concern here for current status assessment is the closeness of the connection between *activities* and the program *outcomes* you are working toward. When you have completed these charts, discuss with other members of your group what activities are particularly cost effective or ineffective. Do this for at least four or five of the leading activities listed and analyzed by various participants.

Contributions of Others

Other Resource Allocation

In addition to studying logs, the person conducting a current status assessment needs to gain information about the allocation of other resources.

Let us consider again the resources we summarized earlier in the module. The current allocation of human resources can be measured with the log or time analysis, perhaps followed up by a time/task/cost analysis for each individual. The current contributions of teachers, students, and special personnel should also be measured. Information should be sought from the community--business, industry, church groups, service organizations, and others.

ASSESSING THE CURRENT STATUS OF STUDENTS

A. *Measurement instruments*
   1. *Questionnaires*
   2. *Checklists*
   3. *Criterion-referenced tests*
   4. *Norm-referenced tests*

B. *Career maturity tests*

Effect on Students

Thus far in this module, we have defined current status assessment, summarized program resources, and determined how the resources are being used. Our purpose now is to determine how all of this affects the students in the school. This is the most important part of the current status assessment for it should reveal what the current program is actually doing. Through a summary of resources, we can obtain a list of what we have; through a log and other studies of resource allocation, we can show how we are using those resources. Now we want to be able to answer the question, "So what?"

A Reality Check

For us to say that guidance personnel devote 20 percent of their time toward the student outcome "gaining job-related experiences and information" means little unless we know how it is affecting students. It does have meaning if we determine that 90% of the students report that they are not receiving assistance in gaining job-related experience and information. A current student status assessment provides the opportunity for determining if our resources and activities are serving the purposes and objectives we think they are. Information regarding the current status of students relative to outcomes should provide us with a reality check: What can students do because of our interventions? Then in Module 5 we will look at the relationship between the current status of students and the desired outcomes for them, leading to the determination of needs-based goals.

Measurement Techniques

There are a number of measurement techniques that might be used in current status assessment, but we will focus on paper and pencil instruments. Four types will be discussed briefly. (The Reference section of the Appendix suggests other sources of information, should you wish to learn more about these instruments.) As you read, keep in mind that these assessment instruments are of interest here only in regard to their usefulness in determining the current status of a guidance program.

Questionnaire

The Questionnaire. The questionnaire was discussed in detail in Module 3. To briefly review, it is a data-gathering instrument that asks for responses to questions or statements; it seeks factual information. It can have a *closed form*, in which the respondent is given a choice among specified answers to the questions, or *open form*, in which the respondent provides her/his own answers to the questions. Recall that for purposes of current status assessment, emphasis is on *objective* information that is keyed to *outcomes*. These emphases will become a kind of measuring stick, or criteria, in our search for instruments and items to use in assessing the current status of students. The following examples are items from a "closed"-form questionnaire.

- I have had help from the guidance program:
  - A. Acquiring study skills.
  - B. Completing course assignments.
  - C. Earning satisfactory grades.
  - D. Maintaining satisfactory citizenship ratings.
  - E. No help needed at this time.
  - F. Other.
- I chose my course of study because:
  - A. It was consistent with my interests.
  - B. It was consistent with my abilities.
  - C. Both A and B.
  - D. Neither A or B.[3]

[3]Adapted from Thomas Smith and Clarence D. Johnson, *The Priority Counseling Survey, High School, Form B* (Los Angeles: Educators Assistance Institute, 1971), p. 1.

Closed Form

The closed form is fairly simple and quick to complete, relatively objective, and easy to tabulate and analyze. Its form keeps the focus on the subject. The restricted responses and narrow focus, however, allow the respondent to contribute nothing except her/his choice of one of the given responses; she/he cannot provide additional information or qualify or clarify her/his response. The choices given may be hard to make and the distinctions somewhat arbitrary.

The next three items were part of a national survey to identify exemplary programs of career education in grades K-12.

1. What are the segments of your career education program? What percent of the students in the school are directly involved in each segment?

2. What inservice training was provided for administrators, teachers, and staff in implementing the career education program?

3. Briefly list and describe the data that are being gathered as evidence of success or failure of each segment of the career education program.[4]

[4]Kenneth Hoyt et al *Career Education: What It Is and How To Do It.* (Salt Lake City: Olympus Publishing Company, 1972), pp. 160-161.

Open Form

The form of these items is "open," since the respondent can answer in almost any written manner and at almost any length. It allows for more depth and detail; however, responses may be lengthy, vague, and/or irrelevant. Responses are often difficult to tabulate and analyze. Because the respondent must devote time and thought to his answers to an open-form questionnaire, he may refuse to respond or may make only a cursory response. A useful strategy is to combine open- and closed-form items on a questionnaire. This procedure often allows one to discover in the response to the open-form items reasons for the responses on the closed-form items.

In spite of some limitations, the questionnaire can be a useful tool for gathering information. It can be relatively easy to adapt, develop, and administer. Of course, it must be designed to fit the particular needs of an investigation.

The Follow-Up Study

A variety of questionnaire that can be useful is the follow-up study. This is an investigation of former students to learn what effect they feel the school or a particular program had on them and what they have done since leaving school. The former students can be interviewed personally, but usually they are sent a questionnaire.

Considerations

The value of the follow-up study depends on how well it is constructed, how many responses are received, and how it is summarized and analyzed. Here again, because former students also vary in important ways, you might want to consider stratifying the students and sampling randomly within strata to assure a representative sample. Factors such as graduate/non-graduate or high achievment are examples.

Guidelines

The follow-up study affords the opportunity to gain information and insights from individuals who are removed from a situation or setting and are perhaps more objective and experienced than the present students. However, follow-up studies are often difficult to do well. If your returns are spotty, the data will be worse than meaningless. They will undoubtedly be biased. You need to have a follow-through plan in order to get adequate response, and you might consider including a section for them to list their activities and any honors they have received since leaving school so that an alumni newsletter can be sent to all respondents. If it fits the level of your concern, you can obtain useful information from former students at the elementary and junior high school levels. In this case, follow-through on responses is easier because the former students are usually currently located in the same junior high or high school and can be easily contacted. Whatever the level for your follow-up study, remember that former students are also responding to a former program which may have been substantially changed.

The following example is adapted from the Mesa, Arizona Staff Development Package. In line with our criterion of outcomes-oriented information, some items (for example, item 6B) could be improved by including outcome statements.

FOLLOW-UP QUESTIONNAIRE

1. After graduation from high school, what did you do?

☐ WENT TO SCHOOL Where? ☐ Foothill College ☐ DeAnza College ☐ CSU San Jose ☐ CSU San Francisco ☐ Other _____ (Name of school)

How Long? ☐ 1 Semester ☐ Summer School ☐ 2 semesters ☐ _____ weeks, mo (other) (circle one

Certificate (Voc.-Tech.) _____

or

Degree received _____

Field of Training _____

☐ GOT A JOB Title of your job? _____

What were your duties? _____

_____

Were you employed in a job for which you were trained?

☐ YES ☐ NO

Starting salary or wage _____ per hour, day, month, yea (circle one)

Company that employed you _____

_____

☐ GOT MARRIED _____ (name of spouse)

☐ WENT IN SERVICE _____ (branch)

☐ UNEMPLOYED

☐ OTHER _____ (name what you did)

2. While in high school, what subject areas were the most valuable to you, and what areas were the least valuable?
(All areas need not be checked, only those you feel helped or didn't help you.)

Most	Least		Most	Least		Most	Least	
☐	☐	Agriculture	☐	☐	Foreign Lang.	☐	☐	Science
☐	☐	Arts & Crafts	☐	☐	Home Ec.	☐	☐	Social Studies
☐	☐	Business Ed.	☐	☐	Industrial Arts	☐	☐	Sports
☐	☐	Club Activity	☐	☐	Mathematics	☐	☐	Other_____
☐	☐	Drama	☐	☐	Music			
☐	☐	English	☐	☐	Phys. Ed.			

3. If you were in high school again, in what subject areas do you think you would take more classes?

☐ Agriculture	☐ English	☐ Math	☐ Social Studies
☐ Arts & Crafts	☐ Foreign Lang.	☐ Music	☐ Other _____
☐ Businsss Ed.	☐ Home Ec.	☐ Phys. Ed.	
☐ Drama	☐ Indust. Arts	☐ Science	

4. What subject areas would you recommend adding to the high school curriculum?

_____

5. If you were in high school again and you could change any part of the school that you wanted, how would you change it?

_____

_____

6. If counseling services were available at your high school, please check the appropriate boxes below that most properly indicate the value and use to you of the counseling department.

A. I used the counseling services ☐ Quite often ☐ Occasionally ☐ Very seldom

B. My most frequent use of counseling was for:

☐ Vocational job information ☐ Personal problems
☐ School problems such as grades, schedules, etc. ☐ Other (list) _____

_____

C. To what degree was the counseling service helpful?

☐ very much ☐ just average ☐ not much

D. What suggestions would you make to improve the counseling department?

_____

_____

7. What high school person helped you the most to make a choice of your present or future career?

☐ Counselor ☐ Teacher ☐ Principal
☐ No person ☐ Coach ☐ Other _____

8. Would you be interested in receiving the results of this follow-up study?

9. Add below any additional comments you wish to make.

Name _____
(first) (middle) (last) (maiden name)

Current address _____ Phone _____

_____

Permanent address _____ Phone _____

_____

Name, address, and phone of person who would know your address at all times.
(Do not use parents) _____ Phone _____

_____

THANK YOU FOR HELPING US LEARN MORE ABOUT YOU AND OURSELVES!

EXAMPLE 2:

Directions: This is not a test or an evaluation. We are merely trying to gain information about guidance activities in our school. Please read each statement and then check the box that gives the most accurate response to each question.[5]		
	YES	NO
1. I talk with students about careers in my subject area.		
2. I encourage the use of occupational materials.		
3. I talk with students about educational or vocational goals.		

The second example, because it is for teachers, is more closely related to the counselor logs discussed earlier. As in the logs, we are concerned here with *activities* directed toward outcomes (the process); whereas in the student checklist we are directly concerned with *outcomes*.

Tally of Observations

The checklist can also be used for tallying observations. For example, if a person wanted to assess the use of an occupational materials library, she/he or another observer might visit there at scattered intervals and use a checklist like the following:

Item	*Number of Students Using Item*				
	Date	Date	Date	Date	etc.
Dictionary of Occupational Titles					
Job Guide for Young Workers					
Occupational Outlook Handbook					
Life Career Game					
Job Experience Kits					
National Directory of Schools and Vocations					
College Catalogs					
Lovejoy's College Guide					
(etc.)					

[5]Adapted from *The Priority Counseling Survey Questionnaire, High School, Form B*

The Checklist. The checklist is a "list" of items, where responses indicate presence or absence of the item. It enables the respondent to record her/his observations or experiences in a systematic way and helps her/him consider many aspects of the subject fairly rapidly.

Following are examples of items from two checklists, the first for students, the next for teachers.

EXAMPLE 1:

Directions: Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes each statement concerning the guidance services.

The guidance services in my school have helped me to...	YES	NO
1. plan my school schedule		
2. interpret tests and other data		
3. recognize my abilities		
4. solve personal problems		
5. plan for education after high school		
6. make career plans		
7. seek employment		
8. seek financial aid		

Checklists must be carefully constructed, in order to include all the important facets of the object or activity under study, but they are generally easy to complete and tabulate.

Criterion-referenced Tests

Criterion-referenced Tests. These tests, which indicate the attainment of a particular level of skill or competence, may be used to assess the current status of a guidance program. However, the objectives reflected in a commercially prepared test may not be the same as those for your program so that writing your own test may be the best way for you to assess your program. Module 6, *Specifying Student Performance Objectives*, includes detailed information on where to obtain comprehensive lists of objectives and how to write criterion-referenced tests for your particular program.

Norm-referenced Tests

Norm-referenced or Standardized Tests. These are multiple-item, paper-and-pencil instruments that are designed to provide a wide, general view of students' abilities, aptitudes

or interests. A number of commercially prepared tests are available that will yield scores of students' abilities, aptitudes, and interests; for example, the *California Test of Basic Skills* (CTBS), the *Differential Aptitude Test* (DAT), the *Strong-Campbell Vocational Interest Blank*, the *Flanagan Aptitude Classification Tests* (FACT), and the *Kuder Preference Record*. You are probably already familiar with these.

In this module, our concern is with tests that will indicate to us the current status of students in relation to the career guidance program, and we are particularly concerned with outcomes. If one of the desired student outcomes of your program is "__% of the students will identify their strengths and weaknesses and will be able to utilize these data in planning their immediate and long-range activities," the scores on some of these tests should be helpful to both the students tested and the staff members making the current status assessment.

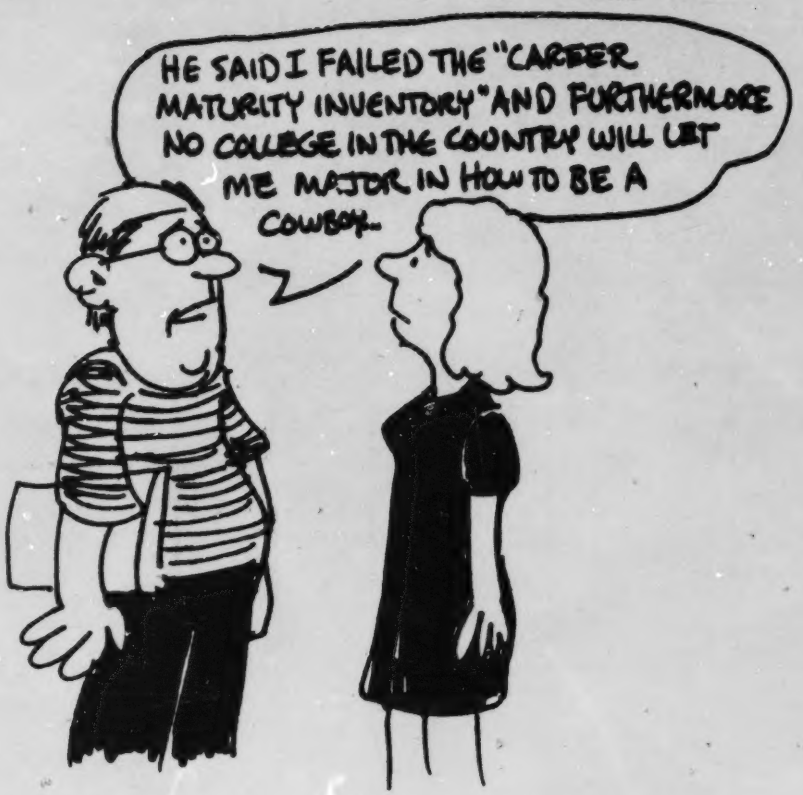
Other Uses

While norm-referenced tests may provide information on outcomes directly, their scores are often more useful as indicators of individual differences. These can then be used to stratify students when analyzing scores on other outcome measures. The DAT or CTBS, for instance, can provide stratification information for the outcome of increase in amount of career information over a year's program. Your program could perhaps produce differential increases across aptitude areas.

Career Maturity Tests

Career Maturity Tests. A recent addition to the many commercial instruments of assessment is the test of career development or career maturity. This instrument purports to measure how much students know at present about jobs and career planning, what kinds of help they need, and what effect the school's career education program has had on them. Results of such a test have obvious uses in assessing current status. Two such instruments are the American

College Testing Program's *Assessment of Career Development* and John O. Crites' *Career Maturity Inventory*. A more complete list of career maturity tests is included in the Appendix.


HE SAID I FAILED THE "CAREER MATURITY INVENTORY" AND FURTHERMORE NO COLLEGE IN THE COUNTRY WILL LET ME MAJOR IN HOW TO BE A COWBOY.

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ACTIVITY 4 - ASSESSING THE CURRENT STATUS OF STUDENTS

Throughout this module, we've emphasized the importance of objectivity and orientation to outcomes in current status assessment. Now you are going to look at items from several instruments for current status assessment and try to answer these two questions:

- How well does this item meet the criterion of *objectivity?*
- How well does this item meet the criterion of orientation to *outcomes?*

In addition, try to judge how well the item would meet the needs of current status assessment in your setting. Remember there are different purposes for instruments geared toward students, administrators, employers, teachers, etc.

First look over the items by yourself and jot down your responses on the chart provided. When all of the participants have done this, discuss the items as a group and try to reach a consensus as to the objectivity and outcome orientation of each. As a group, try to reword process-oriented items so that they are outcome oriented.

	Objectivity		Outcome-Oriented		
Test and Items	Objective	Subjective	Yes	No	Other Comment
Missouri Student Questionnaire, Part II					
1.					
2.					
3.					
4.					
8.					
Part IV					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
Missouri Student Needs Survey - Employer Section					
1.					
2.					
3.					

MISSOURI

STUDENT QUESTIONNAIRE, PART II

DIRECTIONS: Please mark Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, fill in the space marked (?).

1. Does your school counselor help you to understand the meaning of your test scores? (Examples: school ability, achievement, and aptitude)

2. Do you have access to the information you want and need to know concerning the various occupations you have considered?

3. Has your school counselor talked with you about your future educational and vocational plans?

4. Has your school provided your parents with an opportunity to discuss your educational plans?

8. Are you thinking about or planning what you are going to do when you finish high school?

MISSOURI

STUDENT QUESTIONNAIRE, PART V

DIRECTIONS: Given below are twenty items that relate to needs of students. Please mark each of the activities Low, Average, or High. For example, if you feel that item one is something that should receive a high priority from the school then you would mark High. If little or no attention is needed in this area, then mark Low. Mark Average if you feel it is somewhere between Low and High.

1. The need for students to know someone is available at all times who will "rap" and listen with understanding.

2. The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.

3. The need for the school to develop a program to assist students to learn how to study better.

4. The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.

5. The need for students to have more flexibility in their scheduling.
6. The need for students to have a job placement office available within the school.
7. The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.

MISSOURI STUDENT NEEDS SURVEY

EMPLOYERS SECTION

Name of School_____

Please indicate in space below the nature of your business. (Hospital, Restaurant, Men's Clothing, Supermarket, etc.) _____

Please indicate your position. (Owner, Manager, Foreman, etc.)

_____

Please answer Yes or No to each statement given below. Use the column marked N.A. (Not Apply) only if the question does not in any way apply to your type of business. Use attached sheet for comments you feel are necessary.

	YES	NO	NA
1. Is the instruction provided in the school related to the needs of the students for success on the job with your firm or company?	○	○	○
2. Do the jobs held by students or recent graduates in your organization offer a chance for promotion or advancement?..	○	○	○
3. Is there a need for the student to have a more thorough general education in terms of basic Math, English usage, etc.....	○	○	○

Recorded Information

One last source of information useful in assessing the current status of students is recorded information. This is data available from records, and since it requires no instrumentation, it is therefore often most easily obtained. Categories of this kind of information include the following:

- standardized test scores
- referrals to guidance personnel
- interview reports
- academic records
- attendance patterns
- demographic information

Finally, it should be emphasized again that a current status assessment should be designed to determine what is happening and to whom. Because the resources, activities, goals, and desired outcomes of guidance programs vary, we cannot say, "This is the method you should employ." In order to assess your unique program, you will need to find the appropriate combination of methods and materials.

No Easy Prescriptio

SUMMARY

In this module, our purpose has been to describe the guidance program in its present form: its resources and the way they are allocated, and the current status of students. A sample inventory form for listing the human, financial, and technical resources of the program has been given. Assessment instruments have been discussed and examples of their uses for assessing current status were included. The types were

- the questionnaire -- open and closed form -- which seeks factual information
- the checklist for item or observation tabulation
- the criterion-referenced test
- the norm-referenced or standardized test, which provides broad, general views of students' abilities, aptitudes, or interests

Information on the current goals of the program may be obtained from existing documents. These include current statements of objectives and desired outcomes, student records, follow-up studies, research studies, the guidance department budget, and community surveys. An analysis of how counselors spend their time is particularly important in determining a guidance program's current efforts.

The most important part of the module concerns determining the current status of students -- finding out what the program is really doing. Items from several instruments have been included, and these can be modified for use in a current status assessment or can serve as sources of ideas. Information can also be obtained from available records. No one instrument or method is recommended; each assessment must be tailored to fit the unique program it is studying.

In summarizing your program resources you should become more cognizant of what resources are available; it is hoped that you will be motivated to make better use of them. The summary should give you an idea of what is available and/or possible so that any projected program changes are grounded in reality. By determining the current goals of your program and the current status of students, you can gain an accurate, detailed description of what your program is accomplishing. This information can be used to help you shape and define your role in the program and to explain the program to others. It can be valuable in establishing program plans and goals for the future.

POSTASSESSMENT

1. Write a brief definition of current status assessment, contrasting it with a desired outcomes assessment and explaining how the two fit into the needs assessment process.

2. List the three types of guidance program resources and give an example of each.

   a.

   b.

   c.

3. Compose the form for a counselor log that would provide the information you need to determine the allocation of counselor time in your school. (Include the headings and skeleton form only; you needn't include any entries.)

4. Briefly define the following techniques or instruments which might be used for a current status assessment.

   a. Questionnaire

   b. Follow-up study

   c. Checklist

   d. Criterion-referenced test

   e. Norm-referenced test

   f. Recorded information

5. Below are four items from the North Dakota Student Guidance Survey. Determine whether each is oriented toward *outcomes* and put an *x* in the appropriate column.

I NEED	Outcome-oriented	Not outcome-oriented
a. To select more courses by myself.	_____	_____
b. To know how to apply for a job.	_____	_____
c. To understand, accept, and like myself better.	_____	_____
d. To associate with a group of kids.	_____	_____

APPLICATION

You are now ready to map out a plan for applying the skills you developed in this module to your own setting. Thinking of the activities you have practiced and the questions you have discussed, consider the tasks that must be accomplished to assess the current status of your program, the person who should be primarily responsible for each task, and the date by which the task should be done. Since the current status must be assessed (along with desired outcomes) before goals are established, the dates you choose must coordinate with those set for other program planning tasks. If possible, this exercise should be done under the direction of someone from your district who would be good at taking charge of this effort and who would like to do it. Use the chart on the following pages for listing your tasks, the people responsible, and the completion dates. The major headings are already noted on the chart. Use additional pages as needed.

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
I. Summarize program resources		

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
II. Determine the current allocation of resources		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
III. Determine the current standing of students		

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success or failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged

ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

The Assessment of Career Development (ACD)

Published by Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107

Grade levels: 8-11

Administration time: 125 minutes (three sessions)

Scoring: Cannot be scored locally except by special arrangement; summary data for five subscales and 42 additional items are reported.

Remarks: Answer sheet provides for collecting responses for up to 19 locally constructed questions.

Subscore key

Subscore 1 - Occupational characteristics
Subscore 2 - Occupational preparation requirements
Subscore 3 - Exploratory occupational experiences, general
Separate scores for each of the following clusters:
- Social,Health, and Personal Services
- Business Sales and Management
- Business Operations
- Technologies and Trades
- Natural, Social and Medical Sciences
- Creative and Applied Arts

Subscore 4 - Career planning knowledge
Subscore 5 - Career planning involvement

Career Development Inventory (CDI)

By Donald E. Super, et al.
Teachers College, Columbia University
New York, New York 10027
Available from authors; to be used with their permission.

Grade levels: 8-12

Administration time: 30 minutes for average student; all students should complete inventory in one class period.

Scoring: Can be scored locally or commercially.

Remarks: Scale key: Scale A - Planning Orientation
Scale B - Resources for Exploration
Scale C - Information and Decision-Making

Career Education Questionnaire (CEQ)

Published by Minnesota Research Coordinating Unit for Vocational Education
University of Minnesota
Minneapolis, Minnesota

Grade levels: K-3, 4-6, 7-9

Administration time: 30-45 minutes

Scoring: Can be scored locally.

Remarks: Each grade level test yields one overall score.
Quality of pictures in the K-3 form varies; vocabulary level may be high.

Career Maturity Inventory (CMI)

Published by CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Grade levels: 7-12

Administration time: 2½ hours

Scoring: Can be scored locally or commercially.

Remarks: Attitude Scale items may permit the development of meaningful subscores.
Sixth grade reading level.
Part key

A - Attitude Scale

Part 1 - Knowing Yourself (Self-Appraisal)
Part 2 - Knowing About Jobs (Occupational Information)
Part 3 - Choosing a Job (Goal Selection)
Part 4 - Looking Ahead (Planning)
Part 5 - What Should They Do? (Problem Solving)

Differential Aptitude Tests with Career Planning Program (DAT)

Published by The Psychological Corporation
304 East 45th Street
New York, New York 10017

Grade levels: 8-12

Administration time: 235 minutes

Scoring: Can be scored locally or commercially.

Remarks: Career Planning Program is currently formulated on an individual student basis; publisher is prepared to offer a group summary of findings.

Self Observation Scales (SOS)

Published by National Testing Service
2526 Erwin Road
Durham, North Carolina 27705

Grade levels: K-3, 4-6

Administration time: 20-25 minutes

Scoring: Cannot be scored locally.

Remarks: Local review for sensitive items is recommended.
Validity not yet established.

Subscale Key:

K-3 (Primary Level)

Subscale 1 - Self Acceptance
Subscale 2 - Social Maturity
Subscale 3 - School Affiliation
Subscale 4 - Self Security
Subscale 5 - Achievement Motivation

4-6 (Intermediate Level)

Subscale 1 - Self Acceptance
Subscale 2 - Self Security
Subscale 3 - Social Maturity
Subscale 4 - Social Confidence
Subscale 5 - School Affiliation
Subscale 6 - Teacher Affiliation
Subscale 7 - Peer Affiliation
Subscale 8 - Achievement Motivation

Other Tests

Affective Assessment Questionnaire
Minnesota Research Coordinating Unit
for Vocational Education
University of Minnesota
Minneapolis, Minnesota

Attitude Toward Self and Others Scale
Center for Occupational Education
North Carolina State University
at Raleigh
Raleigh, North Carolina

Career Awareness Inventory
Cornell Institute for Research and
Development in Occupational Education
State University of New York
Ithaca, New York

Decision Making Scale
IBEX
2526 Erwin Road
Durham, North Carolina 27705

J.V.M. Scale
School District of the City of
Royal Oak
4000 Crooks Road
Royal Oak, Michigan

New Mexico Career Education Test
Series
Monitor
P.O. Box 2337
Hollywood, California 90028

Orientation of Career Concepts
Evaluative Research Associates, Inc.
8444 Floussant
St. Louis, Missouri 63121

PSE Career Education Test
Policy Studies in Education
52 Vanderbilt Avenue
New York, New York 10017

REFERENCES

For additional general information on assessment, see the list of references in Module 3, *Assessing Desired Outcomes*, and the following:

Best, John W. *Research in Education.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

For information on test publishers, see the selected list in Module 11, *Conducting Summative Evaluation.*

If you would like more information on particular assessment techniques, see the following. All three articles are well written and helpful.

Buchheimer, Arnold and Weiner, Max, "Studying Student Attitudes," In *Research Guidelines for High School Counselors.* New York: College Entrance Examination Board, 1966.

Cramer, Stanley, "The Opinion Survey as a Research Technique." In *Research Guidelines for High School Counselors.* New York: College Entrance Examination Board, 1966.

Hansen, James C. and Herr, Edwin L., "The Follow-up Study." In *Research Guidelines for High School Counselors.* New York: College Entrance Examination Board, 1966.

The following focuses on use of items rather than construction, and it includes helpful examples of open-form questionnaires for administrators and community members.

Hoyt, Kenneth B. *Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Company, 1972.

If you want to know more about the concept and measurement of career maturity/development, see the following:

Cramer, Stanley, H. and Herr, Edwin L. *Vocational Guidance and Career Development in the School: Toward a Systems Approach.* Boston: Houghton-Mifflin Company, 1972.

Super, Donald E. "Computers in Support of Vocational Development and Counseling." In *Career Guidance for a New Age*, edited by Henry Borow. Boston: Houghton-Mifflin Company, 1973.

If you would like additional information about the North Dakota career guidance project and other new career guidance programs, see

Hansen, Lorraine S. and Borow, Henry. "Toward Effective Practice: Emerging Models and Programs." *Career Guidance for a New Age*, edited by Henry Borow. Boston: Houghton-Mifflin Company, 1973.

COORDINATOR'S GUIDE

MODULE 4

ASSESSING CURRENT STATUS

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is vitally important. It may be thought of in four categories.

Set the Tone

Set the right mood. Because parts of this module involve listing and inventory-taking, it could get boring -- don't let it. Inject humor into the activities and discussions; let people joke around some and enjoy themselves. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module -- winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, and don't let the agressive ones dominate. Seek out questions and sources of discomfort or confusion, get them into the open, and talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. This will include a blackboard and chalk, paper and pens, and so on.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. If you have decided to use it, conduct the Introductory Activity (see "Introductory Activity" herein). If not, skip this step.
4. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
5. Start participants on the text. Lead discussions and practice activities as you go through the module. Provide feedback on the practice activities. (See "Assessment Criteria.") Collect evaluation data on the participants.
6. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance. (See "Assessment Criteria.") Keep a written account of this.
7. Start participants on the Application. (See "Introduction to Application.") Evaluate the plan produced. (See "Assessment Criteria.")
8. Conduct a Wrap-up session. Your tasks here are to:
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available -- experts related to module topics to whom participants might be able to turn.
9. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
10. Submit the results of 5, 6, 7, and 9 to the overall workshop director.

INTRODUCTORY ACTIVITY

(optional)

As Coordinator, look over this activity and decide whether it is appropriate as an introduction to the module in the setting in which you are conducting it. If so, plan to use it. If not, skip it. If you do not use it, you may wish to remind participants of the ship-wrecked-on-an-island game that began Module 3 and how the game related to this module as well as to Module 3. ("Survivors" had to assess talents and resources available, much the way a current status assessment is done.)

Once you have introduced yourself, participants have introduced themselves, and the schedule and procedure have been established, read the following to participants, or better yet, explain it to them in your own words:

> We are going to have a scavenger hunt -- a contest to see who can find the most items. This hunt will take place only in your minds, however, and instead of gathering tangible items you will list them on paper. For this scavenger hunt you are to pretend that you are in your school -- your "search" area is limited to it. The purpose of the hunt is to see how many objects you can find that represent some facet of your guidance program. For example, one item might be a copy of the SAT; another might be a lesson plan for a unit on Careers. Each item you list should represent a *type*, not merely examples, so that if one item is a copy of the SAT, you should not list the DAT as another item. The item would represent all standardized tests.
>
> How many items can you list that could be found within your school and that would be evidence of your guidance program? You have ten (or fifteen -- use your own judgment) minutes for your hunt. At the end of that time we'll compare lists and see who found the most items.

When you think that participants have completed their lists, get their attention and find out how many items they've found: 15? 25? Recognize the "winner" and then make a list on the board of all the things participants have "found" on their hunt. The following might be included:

Tests -- DAT, SAT, etc.

Lesson plans - teaching units

Student records

Schedules

Report forms -- what happened in counseling interview

Referral slip -- student/teacher to counselor
College catalogs
Reference books -- educational, vocational (e.g., DOT)
Games -- (e.g., Life Career Game)
Computer printouts
Furniture in counseling office
People -- a counselor, student, teacher, aide, community member
Printed objectives/desired outcomes
Follow-up studies
Community surveys
Bulletin board displays
AV materials -- filmstrips, slides, films
Application blanks -- employment education
Materials regarding Career Days, special events sponsored by guidance department
Signs regarding group guidance activities (e.g., diet groups for students who want to reduce)
Field trip information -- (e.g., parent permission slips for fourth graders to visit local factory)

Participants will probably think of others too. The important thing is to make them aware of the many facets of their guidance program. Be sure that they do not confine their lists to the counselor and her/his activities; they should consider the contributions of teachers and other staff and community members as well.

OUTLINE OF INTRODUCTORY REMARKS

The relationship of the scavenger hunt (or Module 3's shipwrecked-on-an-island game) to conducting a current status assessment should be made clear. Emphasize that this module involves taking an inventory of all the resources of the guidance program. We want to be able to describe the present guidance program -- what it has and what it is doing.

Briefly lay out the structure of the module. Have participants read through the "Module Outline" section at the beginning of the module; deal with any questions that arise.

Go through the objectives of the module with participants, making sure that they get a clear idea of just what skills and knowledge they should be acquiring. Again, answer any questions that come up.

Next you need to give participants a clear idea as to why it's useful for them to obtain these skills. Read through the rationale section of the module. Make these points to participants (it doesn't hurt to cover them twice or more). Emphasize the possible benefits -- justifying your position to a principal who must make staff cuts should have special appeal -- and add any examples you can think of. Ask participants to contribute any advantages they can add. In short, be sure that participants have considered the benefits of conducting the current status assessment and that they are highly motivated to profit from the module.

ACTIVITY FEEDBACK

Point out to the group that up to this point they have been fairly passive. Except for their participation in the opening activity, they have been asked only to read, think, and discuss. Now they will need to be active, practicing skills and applying knowledge.

Activity 1

From your knowledge of the section on summarizing resources, you should be able to tell if the participants' inventories are filled out adequately. If there are gaps, ask specific questions. (For example, if no community members are listed, ask if some are not available as guest speakers, chaperones, aides, etc.) If the participants do not have needed information, be sure they can suggest ways to obtain the information.

Activity 2

Be sure that you can explain the two counselor logs forms; study the two that are filled out, if necessary.

Answers to the questions:

Part A

Item 1: Log #1 - What Happened: (student name) re. computer science careers. Who: Students 1; Counselor 1. How long: Conference 15 (minutes). Why: Post-Graduate Planning 1; (2 and 3 could be Program Planning and Evaluation, Decision Making).

Log #2 - Number and type: 1-S. Item 6, Improving Career Knowledge, Gaining Post-High School, Pre-Job Knowledge and Experience - 15 (minutes).

Item 2: Log #1 - What Happened: (student name) schedule change. Who: Students 1; Counselor 1. How long: Conference 10. Why: Orientation and enrollment.

Log #2 - Number and type: 1-S. (no real spot for entering this) Possibilities are Item 1, Orientation Outcomes -- Increasing Ability to Cope with School System -- or Item 8, Clerical-Admin.

Item 3: Log #1 - What Happened: (student name, parents) re. communication problems. Who: Students 1; Parents 2; Counselors 1. How long: Conference 30 (minutes). Why: Inter-Personal Counseling; Intra-personal Counseling (or other acceptable answer) 2.

Log #2 - Number and type: 1-C (S-P). Item 4, Inter-Personal Counseling Outcomes: (answers can vary) - 30 (minutes)

There are no "right" answers to this exercise, since interpretations of situations will vary. The important thing is for participants to practice using the logs and to understand the ease or difficulty in making entries in them.

Part B

Similarly, the answers to Items 4 through 7 will also vary. These points should be made:

Items 4,5: Counselor Ben Hartman spent the greatest share of his time - 2 1/2 hours - in meetings. He worked directly with only four students, spending a total of 2 hours and 5 minutes on them. He devoted 1 hour and 45 minutes to enrollment plans. Hartman seems to spend most of his time in meetings and working on clerical tasks. He sees only a few students, but he does show interest in them and does follow-up on the conferences. His effect would seem to be very limited due to the small number of students with whom he deals.

Counselor Kate Green spent the greatest share of her time - 1 1/2 hours - in activities related to Post-Graduation Outcomes, 1 hour and 20 minutes on Clerical-Administrative Tasks, 50 minutes in Decision Class Outcomes, 40 minutes in Intra-Personal Counseling Outcomes, and 20 minutes in both Extra Programs Outcomes and Other. The least amount of time - 10 minutes - was devoted to Orientation Outcomes. Green seems to work with a fairly large number of students (decisions class, group meeting regarding careers) but the format of the log makes interpretation difficult.

Item 6: Answers will vary. Form 1 seems to be fairly easy to fill in, makes time expenditure clear. The section on Why Did You Do It? is somewhat difficult to complete -- categories not very clear; the 1, 2, 3 ratings somewhat arbitrary. Form 2 is difficult to figure out. There is no space for names or actual time spent on each activity. Descriptions of outcomes are somewhat unclear but are more precise than those on Form 1.

Item 7: Answers will again vary. There are no "right" answers, but participants should consider possible values in keeping a log. Logs can be used to calculate allocation of counselor time (human resource), give direction and definition to counselor, focus attention on outcomes, and provide information needed in making program changes and/or revisions.

Each participant should try to "log" one of her/his days. There is no way to tell how accurate the entries are, but the task can provide practice in using a log and can help the participant think about the way she/he spends time.

Activity 3

There is of course no correct answer for this activity. But you should make sure all participants complete the activity and that they understand the concept of time/task/cost analysis. It should also be instructive for participants to discuss at this point just what activities they can think of that are particularly cost effective or ineffective. Stimulate this discussion, as necessary, with one or two examples from your own experience that stand out in one way or the other.

Activity 4

Following are the ratings given by an evaluation expert on each of the items listed according to

- Objectivity
- Outcome orientation

Test and Items	Objective	Subjective	Outcome-oriented		Other Comment
			Yes	No	
Missouri Student Questionnaire Part II:					
1.	X		X		
2.	X		X		
3.	X			X	Process oriented
4.	X			X	
8.	X		X		
Part V:					
1.	X			X	
2.	X		X		
3.	X		X		
4.		X		X	
5.	X			X	
6.	X			X	
7.	X		X		
Missouri Student Needs Survey - Employer Section					
1.		X	X		
2.	X		X		
3.	X			X	

ASSESSMENT CRITERIA

Outcome 1. Measurement: Postassessment item 1.
Criteria: The definition should state that the current status assessment determines what a program is and has (what its resources are and how they are used). The desired outcome assessment determines what an ideal program would be. The discrepancy between these defines the need.

Outcome 2. Measurement: Postassessment item 2.
Criteria: The three items should be: (1) human, (2) financial, and (3) technical. Examples for (1) can be any of these: counselors, teachers, students, community members, administrators, special personnel such as nurses, psychologists, psychometrists. Examples for (2) can be only this: the money in the guidance program budget (or available finances). Examples for (3) can be any of these: tests, questionnaires, interest inventories, student records, occupational files/materials.

Outcome 3. Measurement: Postassessment item 3.
Criteria: The form for the log need not be identical to one of the examples in the module, but it should include the following information: (1) what happened, (2) who was involved, (3) how long it took, and (4) why it was done (the purpose/desired outcome).

Outcome 4. Measurement: Postassessment item 4.
Criteria: The following definitions should be given (they need not be in these exact words, of course):

a. Questionnaire - A data-gathering instrument that asks for written responses to questions or statements. It seeks factual information.

b. Follow-up study - An investigation of former students to find out what effect the school or a particular program has had and what has happened to the students since they left the school (what they have done).

c. Checklist - "Laundry list" of items that provides for a response as to the presence or absence of the item.

d. Criterion-referenced test - Tests which measure a particular level of skill or competence against defined criteria.

e. Norm-referenced test - Tests which show the ability, aptitude, or interests of students compared to a standardized norm.

f. Recorded information - Data available from records, such as standardized test scores, interview reports, academic records, attendance patterns, and demographic data.

Outcome 5. Measurement: Postassessment item 5.
Criteria: The responses should be as follows:

a. Not outcome-oriented
b. Outcome-oriented
c. Outcome-oriented
d. Not outcome-oriented

Outcome 6. Measurement: Application
Criteria: The time and task analysis produced should line out the tasks under each of the major headings listed, assign responsibility for each task to someone, and set a completion data for each task. In addition, the plan should be reasonably

a. Logical - do the tasks flow in logical sequence?
b. Thorough - is it detailed enough to be helpful?
c. Feasible - is it not too detailed to be burdensome; are the times allowed for the tasks reasonable?
d. Fair - are the responsibilities assigned equitably and fairly?

INTRODUCTION TO APPLICATION

Here your task is to show how this section of the module relates to the rest. By now, participants should know how to conduct a current status assessment and should have practiced some of the basic skills involved in this process. Now they need to figure out exactly how they can do this at their own school.

First, review the skills and process. The exercises have included:

1. Summarizing program resources
2. Using and analyzing counselor logs
3. Producing time/task/cost analysis
4. Critiquing test instruments and items

Participants should have produced several materials by now. These include the following:

A summary of the human, financial, and technical resources in their program (Activity 1).

Ideas about counselor logs -- what form is better and why; possible value of keeping log (Activity 2).

Sample time/task/cost analysis (Activity 3).

Critique of career maturity tests in terms of objectivity and outcome orientation (Activity 4).

All of these items should be useful in the Application section. Briefly explain to participants that they will be using all of the ideas and skills covered in the module to plan a current status assessment for their school. They will not have to formulate a detailed plan, but they will map out the tasks to be done and proposed methods and types of instruments and items that can be used.

Answer any questions that participants may have about this segment of the module.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.